

# Little Wandle Phonics and Reading

We're teaching every  
child to read with  
Little Wandle Letters  
and Sounds Revised  
A complete SSP validated by  
the Department for Education



## **Little Wandle Phonics at Guildhall Feoffment**

We are a Little Wandle Phonics school! We operate the 'Little Wandle' Phonics programme designed by Little Sutton and Wandle English Hubs and taken forward by [Little Sutton Primary School](#) and [Wandle Learning Trust](#) in partnership with other phonics and early reading experts. Little Sutton and the Wandle English Hubs have developed a highly effective Letters and Sounds approach over recent years, with Phonics screening check results consistently amongst the top five per cent in the country. At Guildhall Feoffment, we are dedicated to ensuring that each and every one of our children learns to read with accuracy and confidence. We believe that the 'Little Wandle' programme allows us to do this, as well as allowing us to support you in fostering a love of reading in your child that will last a lifetime.

At the core of the programme is the lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding).

The children have the pleasure of reading exciting storybooks perfectly matched to their level – so that they have early success in reading. The children follow a structured programme of reading and writing activities in groups tailored to their level of learning. All staff that deliver the programme at Guildhall Feoffment have been trained in the delivery of this programme.

Children are assessed regularly, and if required are placed in groups depending on the level of support needed. They are then assessed regularly through lessons and formally at the end of each half term. Children that are receiving any additional interventions (catch up or one to one) are assessed every 3 to 4 weeks. This ensures that the children are making progress and are receiving teaching suited to their ability. Tight tracking by a reading lead is in place to ensure that progress is being made.

After the children have read their book 3 times in school, they will bring their book home to continue practising their fluency and share their love of the book with you. To support your child reading their new book, use the information located on the back of the front and back covers. Please find some examples below:

**1. Read the GPCs.** (points to 'Read the GPCs' section)

**2. Read the words.** (points to 'Read the words' section)

**3. Read the tricky words** (points to 'Read the tricky words' section)

**4. Vocabulary** (points to 'Vocabulary' section)

**5. Practise and apply – read the book** (points to 'Practise and apply: Read the book' section)

**Before reading**

**Practising phonics: Phase 3**

- Read the book three times over three reading practice sessions.
- Focus on a different aspect of reading each time: decoding, prosody and comprehension.
- Download the word cards to accompany this book at: [collins.co.uk/BigCatLittleWandlet&Srevised](http://collins.co.uk/BigCatLittleWandlet&Srevised)

**Revisit and review: Pre-read**

- Before reading the book, ask the children to read the GPCs, words and tricky words. Encourage them to read the words fluently.

**Reading at home**

This book has been chosen for your child to read at home. They should be able to read it without your help. Listen to your child read. Celebrate their success and talk about the book together. If they can't read a word, read it to them. You can find out more about how to support your child to learn to read at [www.littlewandlelettersandsounds.org.uk](http://www.littlewandlelettersandsounds.org.uk)

**Read the GPCs**

ar	oa	oo	ur
ure	oo	oi	air
ow	ee		

**Read the words**

car	turns	cool
join	now	feel

**Read the tricky words**

my	I	the	are
they	we	sure	

**Vocabulary**

Ask the children to read these words. Check understanding.

pink	boat	fair
took		

**Practise and apply: Read the book**

- Now ask the children to read the book.
- Tap-in and listen to each child read.

**Read 1: Decoding** – looking for graphemes/phonemes and sound talking.

**Read 2: Prosody** – practicing reading fluently and with expression.

**Read 3: Comprehension** – ask the children the questions ask them to say how they know.

**Review: After reading**

Use your assessment from hearing the children read to choose any GPCs, words or tricky words that need additional practice.

**Read 1: Decoding**

- Look at the word **boat** together. Segment it into its three phonemes b/oa/t. Point to /oa/ and practise the sound, then blend the phonemes together.
- Do the same with the following words:  
c/ar                      j/oi/n                      t/ur/n                      f/ai/r

**Read 2: Prosody**

- Model reading each page with expression to the children. After you have read each page, ask the children to have a go at reading with expression.
- On pages 14 and 15 show children how to use the story map to retell the story in their own words.

**Read 3: Comprehension**

- For every question ask the children how they know the answer. Ask:
  - Did Tom and Kit play nicely? Did they take turns to play with the boat and the car? (yes)
  - What did Ella do? Did she wait for her turn? (*she took the toys*)
  - How do you think Ella made Tom and Kit feel when she took the boat and the car?
  - Which character from the story would you most like to play with? Why?

## **Progression:**

In Reception we build on from the children's learning at nursery, we work hard to ensure that the children can:

- Differentiate between environmental sounds i.e. naming the sound they can hear without seeing the object that made it
- Effectively explore body percussion i.e. clapping, stamping etc.
- Find rhyming words i.e. cat, mat, sat, bat
- Hear the initial sounds in words when they are spoken i.e. 't' in 'tin' or 'c' in 'can'
- Verbally blend and segment (sound talk) i.e. If I say 'c-a-t' they can say 'cat' or if I say 'b-i-n' they can say 'bin'

This ensures that they have all of the basic skills in place in order to help them to become effective readers.

As they move through Reception, children will be provided with books relevant to the sounds they are learning in school. The progression of 'Little Wandle' phases are as follows:

- Phase 2
- Phase 3
- Phase 4
- Phase 5

## **Parental Support**

In the Autumn term, Guildhall Feoffment staff will hold parent workshops to support you in helping you with your child's Phonics at home. It's of paramount importance that we;

- Pronounce all sounds correctly
- Share a story every day together

There's a wealth of sessions available online. The Little Wandle website has lots of resources and links to support your child at home. They are available at:

- [For parents - Letters and Sounds \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)



## For parents



The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

**Note:** Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

### Support for phonics

### How we teach

### Books coming home

These four videos show you how to pronounce the sounds. Notice how the children don't add an 'uh' sound at the end, so they say 't' not 'tuh'. Use the downloadable information to help your child remember how to write their letters and say their sounds.

### Videos



Phase 2 sounds taught in Reception Autumn 1

Phase 2 sounds taught in Reception Autumn 2

Phase 3 sounds taught in Reception Spring 1

How to say Phase 5 sounds

They also have full lessons on YouTube.

- [Letters and Sounds for Home and School - YouTube](#)

We would urge you to watch these as often as possible to keep them fresh in your mind.

## **Phonics Glossary**

As parents, it's important to make sure that we understand the key terms in phonics so that we can carry on the good work our child has done at school at home!

**Blend:** this is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.

**Consonant:** most letters of the alphabet are consonants, except for the vowels: a,e,i,o,u.

**CVC Words:** this is an abbreviation used for consonant-vowel-consonant words. It describes the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).

Other similar abbreviations include:

- VC (Vowel Consonant) words e.g. on, is, it.
- CCVC (Consonant, Consonant, Vowel, Consonant) words e.g. trap and black.
- CVCC (Consonant, Vowel, Consonant, Consonant) words e.g. milk and fast.

**Digraph:** this describes two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:

- Vowel digraph: a digraph in which at least one of the letters is a vowel: boat or day.
- Consonant digraph: two consonants which can go together: shop or thin.
- Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

**Grapheme:** it's a written letter or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

**Phoneme:** it's a single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

**GPC:** stands for grapheme-phoneme correspondence. It's the relationship between a phoneme and the grapheme used to represent it so in order to understand GPCs, you must understand graphemes and phonemes. For example: the /ai/ phoneme can be represented by the graphemes 'a' (acorn), 'ai' (gain), 'ay' (play), 'a\_e' (cake) or 'eigh' (weight). In phonics, children are taught GPCs which help them to identify what grapheme can be used for each sound and also what sound they say when they see a grapheme.

**Pure Sound:** it's the skill of pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

**Segment:** it's the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.

**Sound talk:** is where you orally break a word up into individual sounds (phonemes). Sound talk is a vital early stage of phonics, that helps children learn to blend and segment words

**Tricky Words:** they're the words that are difficult to sound out e.g. said, the, because which don't follow phonics rules.

**High Frequency Words:** high frequency words are those which appear most often in the language – many are also common exception words (e.g. 'I', 'the', 'you'). Children are taught to learn these words by sight in order to increase the Fluency of their reading.

**Common Exception Words:** common exception words are words in which the English Spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.

**Trigraph:** this is when three letters go together to make one sound e.g. ear, air, igh, dge, tch.

**Vowel:** the letters a, e, i, o, u.

Please find the 'Key Mantras (phrases)' we use when teaching the Little Wandle programme.

## Key Mantras of Little Wandle

<b>Mantra</b>	<b>Explanation/ Example</b>
Digraph – two letters, one sound	Use to highlight that a sound is represented by two letters. E.g. 'ai'
Trigraph – three letters, one sound	Use to highlight that a sound is represented by three letters. E.g. 'igh'
Spot the digraph/trigraph	When READING Identify any sounds which are represented by more than one letter in the word before reading the word. E.g. 'ai' in train
Sound talk	When READING Sound out the word before attempting to blend. E.g. t-r-ai-n
Blend	When READING Blend the word together e.g. 'train'
Whisper blend	When READING Child whispers the letters to help them blend when reading as a stage between overtly blending out loud and blending in their head.
Blend in your head	When READING Child is encouraged to blend in their head rather than out loud.
Chunk it up	When READING Split longer words into parts to make them easier to read. E.g. train/ing ladd/er e/vent/ful This may be done by covering part of the word with your hand or the child may use their finger when in a book.
Segmenting fingers	When SPELLING Ask children to hold up their hand ready to count the sounds – use the hand they DO NOT write with.
How many sounds?	When SPELLING Break the word down into sounds and put a finger up for each sound to count them. This helps children to not miss any graphemes when writing (although they may not always choose the correct grapheme it should be phonetically plausible – e.g. selecting 'ay' instead of 'ai'). E.g. train – t-r-ai-n (4 fingers would be up)